Going shopping

**Topic**  Food & shopping
**Level:**  SfL Entry 1 / SQA Access 2 / CEFR A1
**Time:**  60 minutes +

**Aims**
- To enable students to ask for food and drink items in a shop
- To develop students’ vocabulary of food containers and collocations

**Introduction**
This lesson is about going shopping for food. It expands students’ vocabulary of food containers and collocations and enables them to ask for items in a shop.

**Preparation**
All the resources are in the document called ‘Student's worksheet’.

- **Worksheet page 1 to 2** - one copy per student.
- **Worksheet page 3** (price list for ‘shop assistants’) - cut up before lesson.
- **Worksheet pages 4 and 5** (price cards for ‘customers’) - cut up before lesson.

You will now have enough cards for 10 customers and 3 shop assistants.

- **Worksheet page 6** (Homework ‘blank price lists’) - cut up before lesson.

If available, a projector would be useful in order to point to items on the page.

**Procedure**

**Warmer (10 minutes)**
- Write the names of a few popular supermarkets on the board, and elicit the theme of today’s lesson.
- Hand out student worksheet page one and focus on the ‘Speak’ activity.
- Read questions one and two aloud and encourage students to repeat to ensure correct pronunciation and intonation.
- Invite the students to ask you the questions.
- Set up students in pairs to ask each other the questions.
- To encourage your students to work together, use the two questions for a quick survey. Ask students to copy the chart below and to ask the two questions to as many students as possible in a given time (e.g. 5 mins).

<table>
<thead>
<tr>
<th>Name of student</th>
<th>Where do you go food shopping? Why?</th>
<th>When do you go food shopping?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Elicit feedback from the group about what they learned about each other.
Task 1 – Write the words under the correct picture (15 mins)
• Using **student worksheet page one**, tell the students to look at the pictures in Task 1.
• Elicit the pronunciation of the words and drill as a group and then with willing individuals.
• Set up the task by asking students to write the words under the correct picture. Elicit the answer to ‘a tin of tomatoes’ as an example.
• In class feedback, elicit the answers by pointing to the picture and asking individual students.
• Drill correct pronunciation of whole phrases, emphasizing word stress on key words. For example, you could clap the words ‘jar’ and ‘jam’ (in the phrase, ‘a jar of jam’).

**Differentiation**
• Tell early finishers to test themselves by turning over the sheet and writing as many of the items as they can remember.

**Suggested answers:**
A loaf of bread; a bunch of bananas; a tin of tomatoes; a jar of jam; a packet of crisps; a bottle of water; a bar of chocolate; a carton of juice; a box of chocolates.

**Extension (5 mins)**
• To help students memorize the vocabulary, play a memory game.
• Set up the students in teams of two or three. Ensure each team has a piece of paper and one person is nominated to write.
• Give the students 60 seconds to look at the pictures and remember the items.
• With their worksheet out of sight, give the students about 2 minutes to write down as many of the items as possible.
• The winning team is the one with the most correct phrases. To check, each team must swap their answer sheet with another team to mark.

Task 2 – Write the missing words in the puzzle (10 mins)
• Give out **student worksheet page two**.
• Tell the students to write the words in the puzzle using the clues on the left.
• Check the students understand ‘across’ and ‘down’.
• You may want to project the crossword on to the whiteboard or draw it to help feed back the answers.
• Invite a range of students to come to the board to write the answers.
• Drill pronunciation of the phrases.

**Differentiation**
• To give further spelling practice, ask early finishers to complete the phrases by writing the letters in the clues, e.g. ‘A _ _ _ of soap’.

**Suggested answers:**

Task 3 – A conversation in a shop (10 mins)
• Direct students to task 3 on **student worksheet page two**.
• Ask for a volunteer to act out the simple role-play with you, with the student playing the role of the customer.
• Set up students in pairs to practise the role-plays. Get students to play both roles.
• Ask a confident pair to act it out to the class.
Task 4 – Make a conversation (10 mins)
- Tell students to write a new conversation asking for different food or drink items.
- Set up students in pairs to practise the role-plays. Change the pairs from task 3.

Task 5 – Cooler (15 mins)
- Set up three ‘shops’ in the classroom. It might be a good idea to change the layout of the classroom to reflect this.
- Choose three capable students to act as shop assistants and tell each one to go and sit in a 'shop' you have set up. Give each shop assistant a list of prices from student worksheet page three.
- Inform the other students that they are customers. Give each customer a strip of paper from student worksheet page four and five.
- Tell the students that the items they can choose to buy should be the ones they have practised in today’s lesson.
- Demonstrate by being a customer yourself and approaching one of the shop assistants. Ask how much it is for an item, e.g. ‘a loaf of bread’. The shop assistant needs to check the price list and reply. Then write the price on to your slip of paper.
- In feedback, ask the students which shop is the cheapest (answer – shop 2).

Homework
- Firstly, using the Homework task on student worksheet page two, encourage students to write a shopping list of things they need to buy next time they go shopping. They should cut it out to take to the shop with them.
- Secondly, set the students a practical task for homework using the blank price lists from student worksheet page six.
- Tell the students to find out the price of each item and which shop they visited.
- For more capable students, ask them to use the blank space at the bottom of the table to write an extra item of their choice.
- Everyone should bring their price list to the next lesson to share with the class and discuss which shop is the cheapest.